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ABSTRACT

The report details implementation of the Monterey Language Program and the Monterey Plan, a systematic procedure for teaching language to handicapped children, in 16 sites. Data is explained to have been based on 136 questionnaires completed by administrators, supervisors, and language teachers; 109 interviews; and 41 on-site observations. Primary questions are said to have focused on how many language teachers still use the product, how well, and why they use it. Among findings discussed are that 63% of the language teachers were still using the program with a 90% accuracy. Characteristics of language teachers still using the program are described, as are characteristics of successful projects and of teachers who do not still use the program. Ten guidelines highlight such implementation. Considerations as provision of practicum procedure with real students, encouragement of individual teachers to make minor modifications in the procedure, and development of a responsive yet easy to administer evaluation system.
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FOLLOW UP STUDY ON THE DISSEMINATION OF PROGRAMMED
LANGUAGE INSTRUCTION

July, 1976

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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ABSTRACT

This project was concerned with two fundamental questions. The first was a question about what is the longterm outcome of implementation efforts in public schools for new special education products. The second question was whether or not the historical accounting of an implementation effort could yield information and guidelines to improve future implementation efforts.

The Monterey Language Program and the Monterey Plan were the educational product and the associated implementation strategy which were targeted for study. Together, they provided many years of data bound experience which was distributed over geography, language handicap etiology, and professional training.

Data were collected on factors of local description, site operation and staff attitudes. Methods of data collection included examination of project activity records, questionnaires, interviews and observation of product use. The data were analyzed both descriptively and inferentially.

The findings which relate to the first question indicate that 63 percent of those initially trained via the Monterey Plan are still using the procedure today, after the formal implementation activities have stopped. Continued use (successful implementation) appears to relate to many things including good performance during the inservice training, subsequent certification, number of children run on the product during the project, positive attitudes about the effect of the product, positive attitudes about personal ability to use the product, and continued involvement of administrative and supervisory staff.

With reference to the second question a set of guidelines for implementation activities was drawn from the analysis of the data and the outcomes of the observations. These guidelines are presented as suggestions for future efforts by others who plan to implement new educational methods into the delivery of services to handicapped children.

Final Report

Project Number 443CH50105
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PREFACE

We wish to acknowledge and thank all those who made this project possible: the contact people, the administrators, the supervisors, and the language teachers in each site. In addition, a special thanks goes to: Betty Igel of Monterey Learning Systems who provided much help in locating basic information about the sites; Macalyne Fristoe, of the University of Alabama, who reviewed the original questionnaire and offered many valuable suggestions for improvement; Glen Casto, of Utah State University, who did the telephone interviews; and John Davis, of the Bureau of Education for the Handicapped, for his help and support throughout all phases of the project. We also wish to extend our heartfelt thanks to Russell Richards of the Naval Post Graduate School, Monterey, California for his excellent data analysis and statistical consultation.

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INTRODUCTION

One of the high priorities in education of the handicapped is the matter of product dissemination. Plans to "get the product in the hands of the teachers" are now considered a major part of any product research and development activity.

To get any sense of the impact of a new product upon the delivery of services to handicapped children one has to look beyond the activity of dissemination and carefully examine the subsequent implementation and longterm maintenance. Thus, dissemination is viewed as the bringing together of the teacher and the product. Implementation is seen as that group of activities which is geared to inservice training and teacher use of the product. Longterm use, or maintenance, is defined as an attribute of implementation. All three components are important for total educational impact.

The typical shortfall for innovative special education products has always been a lack of effective implementation in the public school. This is no doubt stimulating for the educational market place because it sustains the demand for new innovative products and keeps dissemination efforts high. However, it is a continuing frustration to the significant impact of validated educational products. The lack of information about how to sustain utilization of an educational product in the school environment ultimately reduces the potential social benefit of educational research, development and dissemination activities.

The Behavioral Sciences Institute has been involved in the research, development and dissemination of educational products in the areas of language, reading, arithmetic, articulation and fluency. Since dissemination was an integral part of these products, the concern over effective implementation plans was a critical issue. The pressing question became one of identifying the factors which contribute to the continued use -- or non use -- of an educational product. Very few precedents or answers were to be found in the literature. Thus, this project was carried out in an effort to identify some of those factors and to address some of the issues.

BACKGROUND

The current literature on educational innovation (Oettinger, 1969) alludes to both the difficulty of implementing new methods as well as the difficulty in sustaining their use. Geis (1970), in a discussion of this, stated:

Repeatedly, in this paper, attention has been paid to the problem of maintenance; the consideration of maintenance is appropriate in this step....The support costs of an innovation should be estimated before the innovation is actually developed. The cost of the instructional system of maintaining the human component is, of course, equally critical in determining whether or not the innovation will last. (pp 98-99)

Educational innovation in special education is largely composed of efforts which use behavioral technology (Hamerlynck, Handy and Mash, 1973; Kapfer, 1971; Cohen and Filipczak, 1971; Wilson and Tosti, 1974). This literature generally presents and discusses demonstrations and initial implementation efforts of new behavioral technology. However, there are little, if any, data on the long term maintenance of newly implemented behavioral technologies. There are even less data on the factors involved in successful and unsuccessful long term maintenance of such innovations.

The Behavioral Sciences Institute has been involved in implementation activities during the last four years. Each of the Institute's instructional products has an active implementation component. This is a formalized process called the Monterey Plan which basically defines a two year implementation project. Currently this project operation is impacting approximately 5000 teachers in over 30 states. The Plan is conducted by an educational publisher, Monterey Learning Systems of Palo Alto, California.

Data capture from monitoring activities within these projects brought certain factors to light. Some projects demonstrated a long term maintenance of the implementation. Others did not. Since the basic strategy of the plan was similar in all cases the reason for the difference became important. The dichotomy of utilization could be seen to vary between projects and also between teachers.

Certain factors quickly became suspect. Things such as "they don't like the product" or "they didn't like the Company representative" frequently evolved from many experiences in implementation efforts with projects who did not evidence long term implementation. However, it was just as apparent that a total milieu of factors existed which probably exerted more real effect over the probability of long term maintenance of utilization.

The need for a clearer definition of these factors soon became apparent. No approach to a solution to the implementation problem could be made without some basic understanding of the contributing factors.

NATURE OF THE INQUIRY

A scientific approach to the problem would be to design and execute a multi-variant study in an effort to determine dependent relationships amongst factors and implementation outcomes. Unfortunately, the prospects were very great that the outcome would yield findings which were both statistically significant and operationally trivial. The reason for this was the fact that selection of independent and dependent variables would be arbitrary because so little information exists about the overall problem.

It was decided to choose an alternate course because there was little empirically based precedent upon which to launch an inferential investigation. This would be an inquiry which was descriptive and exploratory.

The nature of the Monterey Plan is such that records were kept of the people involved and the services rendered. Since these records were retained after the formal operation of the implementation process had ended they now became a source by which original project people could be contacted. This, in addition to the availability of numerical data on project activity, provided a way to examine, in a post hoc manner, the major conditions that prevailed in those project sites where implementation was and was not successful. It was hoped that this large scale, multiproject post mortem of a formalized implementation effort might lead to the isolation of important factors. In addition, successful inquiry might lead to the establishment of some basic guide rules for successful implementation of future educational products.

SELECTION OF THE INSTRUCTIONAL PRODUCT

RATIONALE

The Monterey Language Program (Gray and Ryan, 1971) was the instructional product selected for examination of its implementation history. The selection of a single product increases the stability of between-site observations. In addition, a single product design would tend to minimize variance arising from between-product issues which would result from multi-product designs.

The selection of the Monterey Language Program was based upon the following considerations.

1. It is the oldest instructional product in the Monterey group. This results in a larger data mass upon which to draw.
2. Since it is the oldest product it is associated with the largest number of projects which have been completed and are not currently in active association with either the Institute or the distributor. Thus, data examination will be truly post hoc. This should eliminate contamination which might arise from currently active projects.
3. The instructional procedure has received extensive formative validation (Gray and Ryan, 1973).
4. The implementation and utilization of the product received a Certificate of Merit from the Office of Education (see Appendix).
5. The instructional impact of the product is empirically stable over settings, etiologies, age, teacher description and geography (Gray, 1974).
6. Implementation activities covered a wide range of settings, etiologies, ages, teacher descriptions and geographies.

DESCRIPTION OF THE LANGUAGE PROGRAM

The Monterey Language Program is a systematic procedure for teaching language. It was developed at the Behavioral Sciences Institute with the help of a grant from the Office of Education, Bureau of Education for the Handicapped. The program is designed specifically for ease and speed of administration by clinicians, teachers and aides in everyday teaching situations.

The program consists of a curriculum of 40 individual language training programs. Each is designed to teach specific grammatical constructions and vocabulary. There are 55 discrete and 158 combined language forms which are taught. The target of each of the subprograms is the use of the language forms in grammatically correct, semantically appropriate conversation. The programming unit includes a curriculum screening test with measures of both language adequacy and program accuracy. Each program in the curriculum has an individualized pre-post criterion test. In addition there is a locator test for each program.

The overall language program has an automatic branching feature which provides preselected alternatives to the program should the student experience unusual difficulty. At the completion of each subprogram a carryover operation is begun to insure that the newly acquired language is used outside the language training sessions. Finally, data collection is active at all levels of operation. This results in a detailing of both student progress as well as teacher activity.

The components of the Monterey Language Program are designed upon the universal program concept. Therefore, they are designed to be used with people having various types of language deficiency etiologies. The program has been used with a wide variety of language disorders including categories such as dysphasic, mentally retarded, profoundly deaf, language delay, foreign speaking, hard of hearing, educationally handicapped and others. In a similar manner, the programs are designed to work equally well with various ages from pre-school through adulthood. The procedures are compatible with individual or small group teaching arrangements.

DESCRIPTION OF THE MONTEREY PLAN

The Monterey Plan is a formalized implementation process which was designed specifically for use with the various Monterey Programs. The Plan was designed to impact educational-political units from a local school, to multiple schools, school districts or state educational systems. The overall operation is a two year association between the contractor (educational distributor) and the contractee (school unit). The intensity and frequency of contact is highest at the beginning and gradually reduces throughout the two year period. Some of the major bench marks of this sequence will be presented next.

The first contact is a one week formal inservice training workshop for those who will be using the Monterey Language Program. People who are attending the workshop are referred to as language teachers, although their job designation in reality might be special education teacher, speech pathologist, aide, or regular teacher. This designation will be maintained throughout this report in order to maintain continuity. The workshop is conducted by a certified trainer who carries out a teacher training program in order to teach the language teachers how to use the Monterey Language Program.

At the conclusion of the workshop the language teachers will have completed two practicum experiences and will have passed a performance and a written examination on the operation of the Monterey Language Program. Following the workshop the language teachers begin enrolling pupils and using the program.

At this time formal data collection is begun. At periodic intervals the data are sent to the distributor for analysis. This analysis is by language teacher/language subprogram/child/site. This information is reduced and along with a written report is sent back to the site. There is a minimum of two reports per year, and usually one per academic quarter.

After the first data have been submitted for analysis a site visit is conducted by a certified trainer. Each language teacher is observed using the program. When the language teachers have successfully passed their site visit observation they are certified as language teachers for the Monterey Language Program.

The remainder of the first year is comprised of the remaining site visits and data collection and analysis. At the end of the first year, a year end report is compiled which documents the activities of that implementation year.

The second year is begun with a three day refresher workshop. At this time one of the site personnel is selected to receive training as an 'inhouse' trainer. This is done so that the site can be independent from the contractor at the end of the second year. The remainder of the second year is occupied with data collection, analysis and reporting. At the end of the second year a final report is submitted to the educational unit and the 'inhouse' trainer is capable of training additional or replacement staff.

Obviously this implementation activity is a substantial effort between the contractor and the school unit. It requires a large outlay of manhour resources and a deep commitment by the contractor. Alternately, it requires a sense of openness, flexibility and administrative cooperation on the part of the educational unit.

METHOD

SCOPE OF STUDY

Description

The first area of interest included simple descriptive data such as setting of the project (public school, or private institution and central or dispersed), whether or not teachers volunteered for the project, amount and type of public relations activities, administrative characteristics, workspace for teachers and general information about the project setting. This information was collected through questionnaires and interviews.

Operation

The second area of interest was the operational characteristics of each project. These included initial number of language teachers trained, workshop scores, number of teachers certified, run data during the project life, number of language teachers still using the program, level of program run proficiency at this time, number of children being served, and number of language teachers trained by the project personnel. This information was gathered by examining the records of Monterey Learning Systems, questionnaires and interviews or direct observation.

Attitude

The third area of interest concerned attitudes of the project staff, i.e., administrators, supervisors and language teachers. The attitudes assessed were those concerning the Monterey Language Program itself, the project in general, the local project staff, and Monterey Learning Systems. This information was gathered through questionnaires and interviews.

DESIGN OF THE STUDY

Major Questions

Simple outcomes. The first, and possibly most straightforward outcomes will be the analysis of the simple outcomes. Generally, these will involve mean values for each of the answer options for each of the questions asked. The data will be ordinal at best. Thus, multivariate statistical analysis and inferential treatment are to be approached with great caution. The simple outcomes should yield a basic sense and description of the visible factors in the data pool.

Description outcomes. At the first level of refinement in data analysis is the subcomponent which describes the physical situation and working environment of the project sites. Interrogation of this data will reveal any dependent relationship between the physical situation and any other class of variable.

Operation outcomes. This subgroup of variables refers to the actual carrying out of the implementation and utilization of the language program. Data from this section will describe both the magnitude of operations, i.e., how many language teachers took part, and also the quality of activities, i.e., daily lesson accuracy of pupils on the language program. As in the previous section dependent statistical relationships will be sought between this and other groups of variables.

Attitude outcomes. This last group of variables encompasses the majority of the data. Attitudes were felt to play a major role in the implementation activity. Thus, they were probed at all levels throughout the process. Once again, the data will be analyzed for dependent relationships between both description and operation outcomes.

Best predictors. It is presumed that the influence upon successful implementation will be multifactorial. As a result, simple one to one dependent relationships, although significant statistically, will not be able to account for a meaningful portion of the variance. However, some first order attempt will be made to seek out any highly visible predictive relationships between implementation activities and any of the four data outcomes; that is, what factors can be seen to lead to longterm product utilization.

Site and Subject Selection

The files of Monterey Learning Systems were scanned to locate sites which had contracted for and completed the Monterey Plan for the Monterey Language Program. There were 18 such sites as of September, 1975. Initial information was sent to each of the sites outlining the study and requesting their participation (see Appendix). Sixteen sites agreed to cooperate. Questionnaires were sent directly to each of the personnel in these sites. Questionnaires were received from 16 sites. The 16 sites covered the four major geographical areas of America and 12 different states.

From the questionnaire and initial response to the request for project information, 10 sites were selected for 2-day on-site visits. The two major criteria for selection were the number of project personnel still in the site, available to observe and interview; and geographical dispersion across the United States.

A contact person was identified in each site and the site visits organized and scheduled by them. Only language teachers who were still using the program were interviewed and observed. A list of non-users was compiled and given to an independent interviewer to contact by telephone.

Questionnaire

The questionnaire contained a pool of 51 questions. Two questions were directed only at language teachers who had moved from the project area. Certain questions were asked of all project staff; administrators, supervisors and language

teachers. Other questions were asked only of each group. The questionnaires were constructed in a multiple choice manner so that the respondents merely had to check a box next to the statement which best represented their answer. They also had room to comment, if they desired. The questionnaires commonly took less than ten minutes to answer.

Language teacher. The language teacher questionnaire (see Appendix) was designed with 21 questions concerning attitudes, operation and description. Language teachers who had moved responded to two additional questions (see Appendix).

Administrator. The administrator questionnaire (see Appendix) had eight questions all concerned with attitudes.

Supervisor. The supervisor questionnaire (see Appendix) had 29 questions which covered attitudes, operation and description.

Trainer. There were a number of in-house trainers involved in this study. Most commonly they responded to the language teacher questionnaire.

Site Visits

The authors arranged for 2-day site visits in each of 10 sites. The 2-day site visits consisted of interviewing administrators, supervisors, in-house trainers, and language teachers. The language teachers using the program were observed also. Specific structured interviews were designed and used for each type of staff. See Appendix for administrator, supervisor, in-house trainer, and language teacher, interview forms. The content of these on-site interviews was determined by an analysis of the responses to the questionnaire. The interviews were designed to be completed within 30 minutes or less. They were composed of attitude and operational questions in an open-ended format. These interviews attempted to determine the reasons behind certain answers to the questionnaire and to let the local project staff tell more about their attitudes and observations.

Selected language teachers in each site were observed running the program. An observation form which could be scored was used during this observation (see Appendix). The language teacher was observed for 5-10 minutes and then interviewed for the remaining time, for a total of 30 minutes of observation and interview.

A group meeting of local project staff was held in each site to answer questions about the project and the Monterey Language Program and to thank the local staffs for participating in the original project and the present study. These meetings commonly were held on the last day of the site visit in order not to influence the interviews and observations.

Telephone Interviews

A list of non-users of the language program was compiled and given to an independent interviewer along with their telephone numbers. The telephone interviews were conducted by Dr. Glendon Casto, of Utah State University. He was chosen because of his professional expertise, knowledge of the Monterey Language Program and lack of familiarity with the language teachers interviewed. He followed a standard interview procedure (see Appendix).

TYPES OF DATA

Questionnaire

The questionnaire yielded frequency counts of one of the pre-selected answers to questions concerning attitudes, operations and descriptions. These could be sorted and/or compared by staff designation; administrator, supervisor, language teacher and by type of question; attitude, operation, description. There was also anecdotal information for the "comments" section of the questionnaire which was collated and analyzed.

Interview

Direct. The on-site face to face interviews commonly yielded anecdotal or opinion statements. Similar statements from different interviewees were grouped and frequency counts were made of the most common responses.

Telephone. The telephone interviews also yielded anecdotal information. Similar statements were grouped and frequency counts made of them.

Operations

Four other types of data were: post workshop test scores expressed as a percent correct per language teacher and a mean per site; certification expressed as "yes" or "no"; run data presented as a mean percent of accuracy of program run per language teacher, variance of percent of accuracy, and rate; and an on-site observation score presented as a percent correct.

Designations of Language Teachers

Language teachers were designated as users or non-users, and movers or non-movers by the local staff contact person.

User. A user was defined as a language teacher using the Monterey Language Program with one or more children at the time of this study.

Non-user. A non-user was defined as a language teacher not using the program at the time of this study.

Mover. A mover was defined as a language teacher who had left the original project site.

Non-mover. A non-mover was defined as a language teacher who still lived within the original project site area.

Each language teacher was assigned to one of four categories; user-non-mover, or user-mover, or non-user-mover, or non-user-non-mover. For some analyses the responses of all language teachers were grouped together. For other analyses the responses of the language teachers were divided into two or four of the categories.

METHOD OF ANALYSIS

For the most part the data were considered to be ordinal. All major calculations were carried out by computer. The four major types of data presented are simple sums, absolute frequency counts, means and adjusted relative percentages. The value of α was set at .05. Dependent relationships were tested by Chi Square and nonparametric correlation tests. In all cases the Chi Square was considered to be the most robust of the two. Certain independent relationships were tested by t tests. No multivariate correlation procedures were carried out. This was due to the fact that the configuration of the data could not meet the assumptions necessary to be able to accept the results with a reasonable degree of assurance.

RESULTS

DESCRIPTION OF THE SUBJECT AND DATA POOL

In the original scan 18 sites were identified as being potential targets for this study. The major criteria were that the project was involved with the Monterey Language Program and that the implementation project had been concluded. Sixteen sites agreed to cooperate. These 16 sites encompassed 432 people who were involved during the project activity. Questionnaires were sent to these 432 people.

The response to the questionnaire totaled 136 people. Of the 136 returned questionnaires 109 were from language teachers, 16 were from supervisors and 11 were from administrators.

From the 16 sites who responded, 10 were selected for visitation based on staff still present and geographical location. There was a total of 85 interviews obtained during the visitations. This included 54 with language teachers, 12 with administrators, 9 with supervisors and 10 with in-house trainers. In addition, there were language training observations on 41 of the language teachers.

The final set of data came from the telephone interviews. There was a total of 24 interviews. These were drawn from a pool of 60 language teachers who were randomly distributed throughout the 16 sites. These people all had indicated previously that they did not use the language program. These people were not formally contacted during any of the site visitations.

ANALYSIS OF MAJOR QUESTIONS

Description

The first information to consider deals with the description of the project situation. There were 17 questions which dealt with this issue. All of the questions appeared on either the supervisor questionnaire or the language teacher questionnaire. Table 1 presents the simple outcome of these questions.

Visual inspection of Table 1 leads to the following synopsis. The project was commonly located in a public school within a multiple school district. A person called a coordinator was the highest administrative staff with a speaking familiarity of the project. S/he received no extra benefit for working in the project and that work was voluntary. The project probably had no media coverage. However, if it did get coverage, it was via newspaper. The administrator who was there during the project time was still there. The same situation held for both the supervisor and a majority of the language teachers.

The language training was carried out in a therapy room by a language teacher

TABLE 1

Questionnaire Items and Responses for the 17 Supervisor Questions Which Dealt With Project Description. All Numerical Entries are Adjusted Relative Frequencies Presented as Percentages.

Item	Answer	Percentage
1. What best describes the location where your project was run?	Public School	81.3*
	Other Agency	18.8*
2. What best describes the proximity of the work locations of the people in your project?	One School	31.3
	One School District	----
	Multiple School Districts	56.3
	Clinics	----
	Multiple Clinics	----
3. What best describes the highest level of administrator who had a speaking familiarity with your project?	Other	12.5
	Project Supervisor	37.5
	Vice Principal	----
	Principal	----
	Coordinator	43.8
	Superintendent	----
	Board Member	----
4. Which of the following, if any, did you receive for running the project?	Other	18.8
	Promotion	6.0
	Bonus or Raise	6.0
	Released Time	31.0
	Other Benefit	6.0
	None	56.0
5. Were aides trained in the use of the program as a part of your project?	Yes	56.3
	No	43.8
6. Was your participation in your project voluntary?	Yes	75.0
	No	25.0
7. Was there media publicity concerning your project?	Yes	43.8
	No	56.3

TABLE 1 (CONTINUED)

Item	Answer	Percentage
8. If so, what kind?	Newspaper	54.0
	TV	8.0
	Radio	15.0
	Other	23.0
9. Who was the local person who was most active in obtaining your project?	No One	6.3
	Teacher	12.5
	Supervisor	56.3
	Parent	----
	Administrator	12.5
	Other	12.5
10. Which answer best describes the workspace which was used most frequently to carry out the program?	Regular Class	6.7
	Special Class	26.7
	Therapy Room	53.3
	Makeshift	13.3
11. By profession, what was the major makeup of your project group?	Regular Teacher	9.0
	Special Education Teacher	22.0
	Speech Clinician	48.0
	Aides	22.0
12. Of the original group in your project, how many users are still there?	Write Answer Here	60.0
13. Is the supervisor still there?	Yes	60.0
	No	40.0
14. Is the same administrator still there?	Yes	60.0
	No	40.0
15. Have any new persons been trained to run the program?	Yes	80.0
	No	20.0
16. To replace vacancies?	Yes	80.0
	No	20.0
17. To increase the total number of users?	Yes	60.0
	No	40.0

* Total percentages for any given item may exceed 100 due to round-off error.

whose job description was as a speech clinician. The language teacher's participation was voluntary. The project's in-house trainer was permitted to train both aides and other persons. This was to replace vacancies and also to increase the number of language teachers.

Operation

The second major presentation of data involves the 15 questions which were asked supervisors and language teachers in order to probe the area of project operation. These items are presented in Table 2.

In addition to these data, there are two other subgroups of data which reflect upon the topic of operations. One group comes from project records and the other comes from the onsite visitations.

These data generally are derived from the 16 sites of 397 language teachers originally trained in workshops. However, the subanalyses have different numbers of personnel involved due to the availability of data on various aspects of the language teacher or individual project's performance. The results of this analysis of workshops, certification, program run and observation data, are summarized in Table 3.

The workshop scores from 12 sites indicate that the average language teacher had a high degree of proficiency on the program at the conclusion of the workshop as measured by written tests. The average post test score was 90.1% accuracy.

A by-site analysis revealed that workshop scores were correlated with obtaining certification (a Spearman Rho of .63, significant at the .05 level), but not with post project eventual use of the program. Further, it was revealed that only 41 percent of the language teachers who had scored below 90 percent on the workshop post test were still using the program as compared to an overall average of 63 percent. An additional analysis of the 10 lowest scoring language teachers revealed that only 3 (30 percent) were still designated as users at the time of this study. Another analysis indicated that there was no significant difference between workshop scores of present users and non-users.

Hence it can be concluded that individual workshop scores were not necessarily predictive of long term use of the program because the language teachers were influenced, post workshop, by many other factors. One exception to this observation is that language teachers who scored extremely low on the workshop commonly did not continue to use the program.

Approximately 80 percent of the language teachers were certified on the language program. This meant they had at least successfully run the program on one child. The workshop and site-visits were successful in teaching the language teachers to run the program.

TABLE 2

Questionnaire Items and Responses for Supervisors and Language Teachers for the 15 Questions Which Dealt With Project Operation. All Numerical Entries are Adjusted Relative Frequencies Presented as Percentages with the Exception of Six Entries Which are Mean Values. Items Which are Mean Values are Designated as Such in the Body of the Table.

Item	Answer	Percentage
1. How many teachers in your project used the program during the project time? (supervisor)	Write Answer Here	$\bar{X} = 18.0$
2. How many are still using it? (supervisor)	Write Answer Here	$\bar{X} = 10.6$
3. During the project what was the frequency of one-to-one supervisor/teacher meetings to discuss the program? (supervisor)	Weekly	21.4
	Bi-weekly	28.6
	Monthly	7.1
	3 to 5 per year	28.6
	1 to 2 per year	14.3
	Never	----
4. What is the frequency now? (supervisor)	Weekly	----
	Bi-weekly	21.4
	Monthly	14.3
	3 to 5 per year	14.3
	1 to 2 per year	42.9
	Never	7.1
5. During the project what was the frequency of group meetings with other users to discuss the program? (supervisor)	Weekly	21.4
	Bi-weekly	7.1
	Monthly	14.3
	3 to 5 per year	35.7
	1 to 2 per year	14.3
	Never	7.1
6. What is the frequency now?	Weekly	----
	Bi-weekly	----
	Monthly	----
	3 to 5 per year	21.4
	1 to 2 per year	50.0
	Never	28.6

TABLE 2 (CONTINUED)

Item	Answer	Percentage
7. How many site visits were there during your project? (supervisor)	Write Answer Here	$\bar{X} = 7.0$
8. What was the time interval between the end of the workshop and the beginning of your running the program on your pupils? (supervisor)	One week or less	46.7
	One week to one month	53.3
	One to three months	----
	Over three months	----
9. Was your participation in the project voluntary? (language teachers)	Yes	79.8
	No	20.2
10. What is the total number of pupils which you placed on the program per year during the project? (language teachers)	Write Answer Here This Year?	$\bar{X} = 10.5$ $X = 7.1$
11. Mark the categories of pupils with whom you used the program during the project. (language teachers)	Delayed Language	33.0
	Aphasic	6.0
	Hard of Hearing/Deaf	10.0
	Foreign Speaking	9.0
	TMR	12.0
	EMR	20.0
	Other	10.0
12. This Year? (language teachers)	Delayed Language	39.0
	Aphasic	6.0
	Hard of Hearing/Deaf	7.0
	Foreign Speaking	11.0
	TMR	7.0
	EMR	16.0
	Other	12.0
13. With what proportion of your available language pupils did you use the program during the project? (language teachers)	Less than 25%	34.3
	25 - 50%	26.7
	Over 75%	23.8
	All	15.2

TABLE 2 (CONTINUED)

Item	Answer	Percentage
14. What proportion now? (language teachers)	Less than 25%	59.0
	25 - 50%	10.8
	50 - 75%	14.5
	Over 75%	8.4
	All	7.2
15. What was the time interval between the end of the workshop and the beginning of your running of the program with your pupils? (language teachers)	One week or less	59.4
	One week to one month	34.9
	One to three months	4.7
	Over three months	.9
16. Do you still use the program? (language teachers)	Yes	63.0
	No	37.0
17. How many new teachers have been trained in the program? (supervisor)	Write Answer Here	$\bar{X} = 44.6$

TABLE 3

Operations Data: Workshop, Certification, Program Run and Observation

Item	Number	Mean	Standard Deviation
Workshop score (percent)	333	90.1	10.5
Certification (percent)	440	81.9	16.6
Program Run Data			
Number of children in data	68	4.9	9.5
Percent of accuracy	68	90.1	10.9
Variance of accuracy	68	120.3	108.7
Rate (number per hour)	68	262.3	81.5
Observation			
Score (percent correct)	41	92.5	8.0
Number of children presently on the program	41	7.0	2.3

An analysis of 65 language teachers who scored under 90 percent on the workshop post test revealed that only 40 of them eventually were certified. Further analysis of these 40 certified language teachers for whom follow-up data were available revealed that only 19 were still designated as using the program. A final analysis revealed that although 80 percent of the 10 lowest scoring language teachers in the workshop were eventually certified, only 30 percent were still using the program. On an individual language teacher basis, certification did not insure that the language teacher would continue to use the program.

A by-site analysis revealed a range of 48 to 100 percent of the language teachers were certified in the various projects. A Spearman Rho correlation, by-site, between percentage of language teachers who became certified and percentage of language teachers still using the program was .63 (significant at the .05 level). Hence, on a by-site basis, certification was correlated with and predictive of long term usage by an individual site group of language teachers, although many other factors were involved.

The program run data from the project indicated that the sample of language teachers ran the programs extremely well on an average of 5 children each. No similar data were available for comparison during the time of the present study because most of the sites were not processing their run data after the project period was over.

Forty one language teachers were observed in a systematic manner by means of the Observation form shown in the Appendix. The results indicate that the language teachers were running the programs extremely well (92.5% accuracy on the average). They were using the program with an average of seven children each.

One one-year site which ran very low (73.0 percent correct) had only one person to observe and had been without a trainer to supervise her. Two other one-year sites had average observation scores of 90.3 and 95.8 percent correct, respectively. The most common errors observed were errors in paper work (26 language teachers) usually not completing the Programmed Conditioning for Language Test scoring; not doing show and tell weekly (8 language teachers); not doing Home Carryover (6 language teachers); and an error in the stimulus presentation (6 language teachers). With the exception of not doing show and tell weekly, these are considered minor errors which do not greatly affect program operation.

A summation of this material would result in the following synopsis. The language teachers successfully passed the performance and written in-service workshop examination and site visit observations. Subsequently they were certified. They had good ability to run the Monterey Language Program at acceptable levels of lesson accuracy, variance and response rate. This observation applies both to the time during the project and to the present time after the cessation of the project activities. The language teachers each ran an average of 11 children on the language program during the project. This represented less than 25 percent of the total available caseload. Presently they are running an average of 7 children on the

language program. This too, represents less than 25 percent of the available caseload.

During the project the teachers received an average of 7 site visits. They met with the supervisor from 3-5 times per year. Also, they met with other language teachers from 3-5 times per year. Presently, the frequency of meeting with the supervisor is 1-2 times per year. A similar frequency exists for current meetings with other language teachers. Finally, at the conclusion of the in-service workshop there was a time lapse of less than one month before the teachers began to run children on the language program.

The workshop training and follow-up site visits with consequent certification served the purpose of implementing the program. However, on an individual language teacher basis neither of these activities were highly predictive of long term usage. One exception is cases of extremely low workshop performance which commonly resulted in the language teachers discontinuing use of the program. There does appear to be a significant relationship between the number of language teachers who became certified for any given site and the number of teachers who still use the procedure at that site. There is no clear information on the reason for lack of use of the program with a larger percentage of the caseload. The wide spread of responses on items 11 and 12 in Table 2 concerning use of the program on a wide variety of children with various diagnostic labels precludes reasoning that the program was not used because it was unsuitable for some particular type of child.

Attitude

The last major block of questionnaire information relates to the area of personal attitudes about the project, the language program and other persons involved in the project. There were 14 items which could be grouped under the heading of attitude. Seven of these items appeared on all of the questionnaires for language teachers, supervisors and administrators alike. Table 4 presents the items and the respective responses of the three groups.

The remaining seven questions in this group were presented to both language teachers and supervisors, but not to administrators. Table 5 presents these data in a format similar to Table 4.

In both Tables 4 and 5 it can be seen that generally speaking the supervisors tended to rate items higher than either administrators or language teachers. On the other hand language teachers tended to give the lower ratings in most cases.

In Table 4 it can be seen that all three groups of respondents had positive feelings about the project experience, the project and the program. They tended to rate themselves and others as high in terms of contributions to the project. Finally, Monterey Learning Systems (MLS) the educational distributor of the product, also received a high rating.

TABLE 4

Questionnaire Items and Responses for Language Teachers, Supervisors and Administrators on Seven Questions which Dealt with Attitudes. The Numerical Entries are Adjusted Relative Frequencies Presented as Percentages within Each Group.

Item	Answer	Percentage		
		Teacher	Administrator	Supervisor
. What best describes your feelings about the overall project experience?	Very Positive	18.3	36.4	31.3
	Positive	62.4	45.5	50.0
	Neutral	16.5	18.2	18.8
	Negative	1.8	----	----
	Very Negative	.9	----	----
. About the program itself?	Very Positive	14.7	45.5	37.5
	Positive	61.5	36.4	62.5
	Neutral	19.3	18.2	----
	Negative	3.7	----	----
	Very Negative	.9	----	----
. About the effect of the program on your children?	Very Positive	9.4	----	37.5
	Positive	64.2	80.0	50.0
	Neutral	19.8	20.0	12.5
	Negative	4.7	----	----
	Very Negative	1.9	----	----

TABLE 4 (CONTINUED)

Item	Answer	Percentage		
		Teacher	Administrator	Supervisor
4. With respect to the overall contribution to your project's success, what best describes your evaluation of other participants?				
Teachers	Very High	11.7	----	28.6
	High	67.5	81.8	50.0
	Low	16.9	18.2	14.3
	Very Low	3.9	----	----
	Don't Know	----	----	7.1
5. Supervisors	Very High	21.1	54.5	33.3
	High	68.4	27.3	41.7
	Low	10.5	18.2	8.3
	Very Low	----	----	----
	Don't Know	----	----	16.7
6. Administrators	Very High	22.0	37.5	23.1
	High	59.3	50.0	23.1
	Low	16.9	12.5	----
	Very Low	1.7	----	15.4
	Don't Know	----	----	38.5

TABLE 4 (CONTINUED)

Item	Answer	Percentage		
		Teacher	Administrator	Supervisor
What best describes your evaluation of the Monterey Learning Systems?	Very High	14.3	10.0	20.0
	High	69.2	80.0	60.0
	Low	14.3	10.0	6.7
	Very Low	2.2	----	----
	Don't Know	----	----	13.3

TABLE 5

Questionnaire Items and Responses for Language Teachers and Supervisors on Seven Questions which Dealt with Attitudes. The Numerical Entries are Adjusted Relative Frequencies Presented as Percentages within Each of the Two Groups.

Item	Answer	Percent	
		Teachers	Supervisors
1. Do you still use the program?	Yes	63.0	71.4
	No	37.0	28.6
2. Why?	I like it	19.0	32.0
	It works	36.0	56.0
	I dislike it	3.0	----
	It doesn't work	3.0	----
	Found Something Better	3.0	----
	Too Hard	1.0	----
	Boring	13.0	8.0
	Other	22.0	4.0
3. What best describes your evaluation of the ability of yourself and others to run the program?			
Other Teachers	Very High	17.8	----
	High	75.3	----
	Low	5.5	----
	Very Low	1.4	----
	Don't Know	----	----

TABLE 5 (CONTINUED)

Item	Answer	Percent	
		Teachers	Supervisors
Yourself?	Very High	24.0	50.0
	High	67.0	50.0
	Low	9.0	----
	Very Low	----	----
	Don't Know	----	----
What is the best description of your run data during the project?	Above Average	24.4	40.0
	Average	64.4	40.0
	Below Average	11.1	6.7
	Don't Know	----	13.3
What is the best description of your run data now?	Above Average	10.2	15.4
	Average	85.7	38.5
	Below Average	4.1	7.7
	Don't Know	----	38.5
What best describes your evaluation of Monterey Learning Systems for? :			
	Site Visits		
	Very Helpful	31.6	35.7
	Moderately Helpful	38.5	64.3
	Slightly Helpful	18.9	----
	Not Helpful	10.5	----

TABLE 5 (CONTINUED)

Item	Answer	Percent	
		Teachers	Supervisors
Progress Reports	Very Helpful	19.1	25.0
	Moderately Helpful	37.2	50.0
	Slightly Helpful	25.5	18.8
	Not Helpful	18.1	6.3
Data Analysis	Very Helpful	19.1	46.7
	Moderately Helpful	28.7	53.3
	Slightly Helpful	31.9	----
	Not Helpful	20.1	----

In Table 5 other types of issues are addressed. Item 1, technically should be classified under operations. However, it was more straightforward to include it in Table 5 with its companion item, number 2. A strong majority of the language teachers and supervisors indicated that they still used the program. The main reason given for using the program was that it works (item 2). The language teachers and the supervisors tended to rate themselves and others as high in ability to run the language program.

There was an additional item on the supervisors questionnaire which relates to item 1. That item asked if the supervisor would recommend the program to others. The response was 93.8 percent said they would and 6.3 percent said they would not. This shows a very strong agreement with item 1 in Table 5. It is interesting to note that 28.6 percent of the supervisors indicated they no longer used the program and only 6.3 percent said they would not recommend it to others. Thus, some of the supervisors who are not using it still evaluate it highly enough to recommend it to others. The question that remains unanswered is why did they quit using it? Data to be presented later will address this point.

In Table 5, Monterey Learning Systems was evaluated in terms of the components of their activity: site visits, progress reports and data analysis. All three of these activities were rated helpful by both language teachers and supervisors, the latter group rating them more highly. Most language teachers rated the site visits higher than either the progress reports or data analysis.

OTHER IMPORTANT FINDINGS

Relationship Among Description, Operation and Attitude

Another area of interest is that of dependent relationships between various questions on the questionnaire. Of particular interest is the relationship between operations and attitudes. Nonparametric Chi Square tests were carried out on 75 such relationships which might have some potential relevance to the present study. Of these 75 tests, eleven were significant beyond the .05 level. Therefore, these eleven relationships can be viewed as being dependent upon each other. Table 6 presents these data.

Most of the dependent relationships presented in Table 6 are not surprising and can easily be explained. For example, item 1 suggests that if a language teacher voluntarily participated in the project as opposed to being required to participate, then s/he tended to give the supervisor a higher rating. The proportion of children placed on the language program by the language teachers is dependent upon their feeling about the program, the project and themselves.

Two issues of most interest are the proportion of children on the program and continued use of the program. Both of these issues appear to be tied to feelings about the project and the program. This is not surprising. But, what is surprising is that other considerations, such as voluntary participation in the project or length

TABLE 6

Significant Chi Square Tests of Dependence Between Operations and Attitudes for Language Teachers

Item	Significance	Df	Chi Square
1. Was your participation voluntary? Evaluation of supervisor?	.016	3	10.391
2. Evaluation of other teachers Project year: proportion of pupils on program	.023	9	19.340
3. Project year: percent of pupils on program Evaluation of own-ability to run programs	.049	6	12.657
4. Project year: Percent of pupils on programs Project year: description of run data	.002	6	21.011
5. This year: percent of pupils on program Feelings about project	.027	12	23.040
6. This year: percent of pupils on program Feelings about program	.052	16	26.124
7. This year: percent of pupils on program Evaluation of other teachers	.054	12	20.788
8. Evaluation of site visits Time between workshop and running program	.005	9	23.617
9. Feelings about overall project Do you still use the program?	.008	4	13.949

TABLE 6 (CONTINUED)

Item	Significance	Df	Chi Square
10. Feelings about the programs Do you still use the program?	.010	4	13.332
11. Effect of the program on your pupils Do you still use the program?	.001	4	17.790

of time between the in-service workshop and the actual beginning of utilizations of the program with children, do not show a significant relationship with the use of the program or proportion of children placed upon the program. Also, other similar speculative relationships do not come out as being dependent.

One additional point needs to be made concerning the data in Table 6. The nonparametric correlations for items 9, 10 and 11 are .34, .34 and .40 respectively. These correlations are all significant at the .05 level. A quick calculation of r^2 indicates that the amount of variance probably accounted for in these dependent relationships is only on the order of 12-16 percent. Thus, quite obviously, many other variables are contributing to the situation. All of the findings presented in Table 6 must be viewed with this in mind.

With respect to correlational data many hundred such tests were made. There were 255 correlations which were significant at or beyond the .05 level. However, the majority of these correlations were in the .18 - .34 range. There were 31 correlations which were significant and also which were equal to or exceeded .65. Table 7 presents these data for questionnaire responses for administrators, supervisors and language teachers.

The relationships among responses for the language teachers generally fit previously discussed observations. They are using the program because it works, commonly with children with delayed, language problems. There was much variance among the language teachers' questionnaire responses.

The responses of the administrators indicate a consistent strong relationship among their responses to the questionnaire which were commonly positive.

The supervisors responses yield the highest number of significant correlations partially due to the fact that they had the greatest number of questions on their questionnaire (29 versus 11 for the administrator and 21 for the teacher). Their responses, like the administrators, were consistent and generally positive.

One final comment on the questionnaire responses is that the analysis of additional comments in the comments section revealed that they were diffuse and highly individualized. This may be due to the fact that relatively few respondents chose to add additional comments. A more meaningful analysis was possible for the interview information which will be discussed later.

Interviews

The statements given in individual on-site interviews of the administrators, supervisors, trainers and language teachers were collapsed into categories of similar statements and the frequency of the people making these statements determined. Other statements were put into a category marked "Miscellaneous".

For administrators, supervisors and trainers any statement made by two or more

TABLE 7

Dependent Relationships Whose Significance Was .05 and Which Had r Values of .65 or More for Description, Operation and Attitude Variables for Administrators, Supervisors and Language Teachers.

Item	Correlation
Teachers	
1. Do you still use the program? This year: delayed language.	.65
2. Do you still use the program? It works	.65
3. What is your evaluation of administrator? Ability of supervisor to run the program	.67
4. Project year: Aphasics on program This year: Aphasics on program	.66
5. Evaluation of progress report Evaluation of data analysis	.70
Administrators	
6. Knowledge of project Feelings about project	.85
7. Knowledge of project Evaluation of administrator	.78
8. Feelings about project Effect of program on pupils	.76
9. Feelings about project Evaluation of administrator	.93
10. Feelings about program Evaluation of administrator	.80
11. Evaluation of supervisors Evaluation of administrators	.74

TABLE 7 (CONTINUED)

Item	Correlation
Supervisors	
12. Proximity of work location Evaluation of own contribution	.65
13. Receive release time Evaluation of supervisor	.87
14. Receive release time? Evaluation of administrator	.65
15. Receive other benefits Why recommend? It works	.68
16. Media publications? Evaluation of own ability to run program	.67
17. What kind of media? no answer Evaluation of own ability to run programs	.85
18. Is original supervisor still there? Evaluation of your ability to run programs	.67
19. Is original administrator still there? Evaluation of supervisor	.75
20. Is original administrator still there? Evaluation of MLS	.66
21. Most frequented workspace Project year: frequency of group meetings	.65
22. Professional makeup of group: special education Evaluation of progress reports	.66
23. Same supervisor still there? This year: frequency of supervisor/teacher meetings	.72
24. Same administrator still there? Project year: frequency of group meetings	.84

TABLE 7 (CONTINUED)

Item	Correlation
25. Trained others to increase number of users Project year: frequency of supervisor/teacher meetings	.65
26. Feelings about project How many still using the program?	.74
27. Evaluation of supervisor Project year: frequency of group meetings	.72
28. Evaluation of administration How many site visits?	.65
29. Evaluation of administration Time between workshop and running program	.67
30. Evaluation of own ability to run program This year: frequency of supervisor/teacher meetings	.79
31. This year's evaluation of run data How many site visits?	.79

people is reported. For language teachers any statement made by five or more people is reported. Interviewees often gave more than one response hence the number of people making a statement may be different from the number of interviewees.

Administrators. The analysis of answers given by 12 administrators is shown in Table 8. There were 12 administrators for ten sites distributed as follows: one missing, eight in one site each and four administrators in one of the sites which was composed of a three-district unit and an overall project administrator.

This analysis revealed that the administrators unanimously viewed the projects as successful. Progress reports and data analysis are apparently not a strong factor in administrator evaluation and/or approval of a project. The administrators gave numerous responses in answering the question about advantages and disadvantages. Beside those comments listed in Table 8 some of the other individual administrator statements were: "changed speech correction to language correction", "gave excitement and notoriety", and "innovative". Some of the additional disadvantages mentioned were "aides wanted more money after being trained", "innovation is a hazard" and "there were administrative hassels".

Supervisors. The analysis of the answers given by nine supervisors to the interview questions is shown in Table 9. Of the nine supervisors interviewed, seven had been on the site at the time of the project and two had not. Of the seven on-site at the time of the project only four had been in their present supervisory position. Hence their answers to some of the questions were based on their experiences both as language teachers and supervisors in the project. In response to question number one about success or failure, six evaluated the project as successful, two as not successful and one as neither. The reasons for these answers varied greatly. The two who responded with "not successful" gave the reason for this evaluation as the present state, i.e., few users, of the project. The major factors listed for why language teachers were still using the program referred to the structure and effect of the program and project, i.e., "It works", whereas the factors listed for language teachers not continuing to use the program concerned the language teacher's attitudes, work habits and the intrinsic structure of the program. Seven supervisors reported receiving the progress reports and data analysis but did not remember them very well. In response to the question about advantages and disadvantages, some of the miscellaneous comments were "exposure to behavior modification", "supervision was easy", "finances were reasonable", "consultants were inconsistent" and "(the project was a) major change for people".

Trainers. The analysis of the answers given by ten in-house trainers is shown in Table 10. There were two sites without trainers and two sites that had two trainers each. Eight of the trainers termed the project a success, one said it was a failure, and one said it was neither. Nine of the ten trainers had been on site as language teachers at the time of the project. In addition to the statements shown in Table 10, individual trainers mentioned other factors such as "district policy", "believed in it", "gave teachers something to do", and "teachers improved" as factors responsible for continuing the use of the program. "Too militant", "forced

TABLE 8

Administrator Interview Responses

Item	Answers		(Abbreviated) Comment	Number of Respondents
	Yes	No		
1. Do you term this project a success or failure? Why?	12	0	"It works"	9
			"Had contracts, objectives, follow-up"	6
			"Good for children"	3
			Miscellaneous	12
2. Did you receive progress reports and data analysis?	4	8	"Generally helpful"	2
			"Not meaningful"	2
			Miscellaneous	14
3. Did you see any particular advantages or disadvantages?	12	0	"Reached teachers"	3
			"Well defined"	2
			"Systematic"	2
			"Too structured for too long"	2
			Miscellaneous	32

TABLE 9

Supervisor Interview Responses

Item	Answers	Number of Respondents
	(Abbreviated) Comments	
1. Do you term this project a success or failure? Why?	"It works"	3
	"Training good"	2
	"Systematic, structured"	2
	"Few teachers now using it"	2
	Miscellaneous	9
2. What factors contributed to teachers continuing to use the program?	"It works"	4
	"Canned, systematic program"	4
	Miscellaneous	6
3. What factors contributed to teachers not continuing to use the program?	"Too analytical and structured"	8
	"Teachers are lazy and there is too much paper work"	7
	"Not the teacher's style"	6
	"No creativity for the teacher"	2
	Miscellaneous	8
4. Evaluation of:		
Progress Report	"Well done"	2
	Miscellaneous	4
Data Analysis	"Satisfactory"	2
	Miscellaneous	3
What did you do with them?	"Shared with staff"	4
	Miscellaneous	4
What could be done to make them more useful?	"More personal-individual interpretation"	2
	Miscellaneous	2
5. Did you see any particular advantages or disadvantages?	"Trainers available"	3
	"Increased number of children served"	2
	"New staff added"	2
	Miscellaneous	14

TABLE 10

Trainer Interview Responses

Item	Answers (Abbreviated) Comments	Number of Respondents
1. Do you term this project a success or failure? Why?	"It works" "Improves skills" "Accountable" "Success with aides" Miscellaneous	4 2 2 2 13
2. What factors contributed to the teachers continuing to use the program?	"It works" "Trainer was available" "Teachers liked structure" Miscellaneous	7 3 2 13
3. What factors contributed to the teachers not continuing to use the program?	"No encouragement" "(program was) boring" "Not the teacher's style" "Competing programs" Miscellaneous	3 3 3 3 18
4. Evaluation of:		
Progress Report	"Good" "Descriptive" "Not specific" Miscellaneous	3 2 2 6
Data Analysis	Miscellaneous	8
What did you do with them?	"Shared with staff" Miscellaneous	5 6
What could be done to make them more useful?	"More interpretation of data" "Breakdown of population types of children" "Comparison to other projects" Miscellaneous	3 3 2 12
5. Did you see any particular advantages or disadvantages?	"Accountability" "Easy to train" Miscellaneous	2 2 18

to take workshop", "don't know the program", "no supervision", "too much paperwork", and "poor teachers" were additional factors mentioned responsible for teachers not continuing to use the program. Progress reports and data analysis were useful and shared. Some additional individual responses concerning advantages were "model good", "certification", "systematic", and "record keeping easy". The trainer's answers were quite similar to the supervisor's answers in most respects.

Language teachers. The analysis of the answers given by 54 language teachers is shown in Table 11. Not all language teachers answered all questions hence the total number of respondents to any one question varied. In addition to the answers listed in Table 11, a selection of the following miscellaneous comments will give an indication of the nature of them.

For question one about still using the Monterey Language Program; "appropriate for kids", "parents like it" and "good carryover". For question number two about modifications; "used objects instead of pictures", "changed branching procedures", and "delayed programs" #6 ("Is Interrogative") and #7 ("What is") occasionally". For question number three about changes which the language teacher would make; "change sequence of programs", "hold to a semantic match of response and stimulus" and "make less boring". For question number four about more or less children being served this year; "more selective", "changed jobs", and "different school". There were none for question number five. For question number six about selective use of the program for certain children there was a most interesting set of miscellaneous responses. A number of the language teachers indicated that the program was especially good for behavior problems; bilingual, hard-of-hearing, aphasic, trainable mentally retarded, and deprived children whereas an almost equal number of the language teachers reported that the Monterey Language Program was not appropriate for these same groups. For question number seven concerning site visits some additional comments were; "constructive", "not helpful", and "made me nervous". Some additional comments on data analysis were; "helpful in the beginning", "needs interpretation", and "don't remember". Some additional comments on progress reports were; "made us feel good", "motivating", and "confusing".

This analysis suggested that the language teachers continued to use the program mainly because "it works". This was also mentioned by administrators, supervisors and trainers. Most of the language teacher (78 percent) had made one or more modifications in the programs. Examination of their responses indicated that these modifications generally were not substantive in nature and commonly were done for only one child who was not performing well. Further examination also indicated that at least half of the teachers were using the program in its pure form, most of the time.

The language teachers had many ideas for changes in the program, but they liked it, felt it was good for the children and were using it without major modifications.

TABLE 11

Language Teachers Interview Responses

Item	Answers	Number of Respondents
	(Abbreviated) Comments	
1. Why are you still using the program?	"It works"	24
	"Structured"	15
	"Tool for special problems"	14
	"Like it"	9
	"Behaviorally controlled"	5
	"Required in district"	5
	Miscellaneous	17
2. What modifications have you made?	"None"	12
	"Skipped or combined steps occasionally"	10
	"Did not fill out all forms"	7
	"No tokens"	6
	"Changed failure criterion to less"	5
	Miscellaneous	56
3. What changes would you make in the program?	"Change pass criterion to less"	6
	"None"	5
	"Less paperwork"	5
	"More spontaneous language"	5
	Miscellaneous	62
4. Are you using it with more or less children than during the project year?	"Less"	28
	"More"	9
	"Same"	11
Why?	"Less children"	7
	"More pressure during project years to use more kids"	5
5. Do the children like the program?	"Yes"	39
	"No"	7

TABLE 11 (CONTINUED)

Item	Answers (Abbreviated) Comments	Number of Respondents
6. Do you use it for certain children? If so, which?	"Children with grammar, or syntax problems" 21 "All children" 12 "Educable mentally retarded" 8 "Delayed Language" 7 Miscellaneous 55	
7. Did you receive any site visits?	"Yes" 37 "No" 10	
Evaluate:	"Good" 7 Miscellaneous 22	
Did you receive progress reports?	"Yes" 33 "No" 10	
Evaluation:	"Helpful" 8 Miscellaneous 18	
What could be done to make these more helpful to you?	"Needs individual teacher evaluation" 6 "Make analysis more clear" 5	
What could be done to make these more useful?	"More individual teacher analysis" 6 "Make analysis more clear" 5 Miscellaneous 19	
8. Was your training adequate?	"Yes" 46 Miscellaneous 26	

Users and Non-users

The questionnaire responses of language teachers still using the program (users) and those not using the program (non-users) were computed and compared. The results are expressed in percentages of teachers responding per item. Only the variables which indicated a statistically significant difference between the two groups are shown in Table 12.

A major variable which is not shown on Table 12 because it represents a different form of data is the mean number of children put on the program during the project. Users indicated 13.1 children while non-users stated 6.0 children which was statistically significantly different ($t = 3.20$, $df = 106$, $p = .01$).

These results indicate that users had a more positive attitude toward the program and its effects on the children than did the non-users. More users than non-users were continuing to use the program because it worked and they liked it although ten percent of the users also found it boring. Users saw more delayed language and aphasic children than non-users. Users, in general, worked with more children than non-users, even during the project year. More users who had moved commonly had the program book and could still employ the program more often than non-users who had moved.

Movers and Non-movers

The questionnaire responses of movers and non-movers were compared. Only two statistically significant differences were found: evaluation of other teachers and the number of educable mentally retarded children put on the program. Neither of these seem of particular relevance. Therefore it may be concluded that there were no significant differences between movers and non-movers except as mentioned earlier in the analysis of users and non-users.

Telephone Interview of Non-Users

A list of 60 names was supplied by BSI staff to the independent interviewer. This list contained both people who had said they were not using the program, but had completed a follow-up questionnaire and people who were not using the program and did not fill out a questionnaire. From the list of 60 names supplied, a random sample of 30 names was drawn. Of the 30, telephone contact was made with 24. These 24 constituted the sample.

When telephone contact was made the interviewer introduced himself and said to all respondents: "I am doing a telephone validation of a follow-up study to identify factors which affect acceptance and continued use of curriculum materials. Your name was given to me as a non-user of the Monterey curriculum materials. I would like to ask you five questions."

The five questions were then asked in the order printed on the response sheet (see Appendix). The interview concluded with the interviewer thanking them for

TABLE 12

Users and Non-Users Questionnaire Responses

Item	Answer	Users Percent	Non-User Percent	t
1. What best describes your feeling about the overall project experience?	Positive	64.7	57.5	3.58**
2. About the program itself?	Positive	66.2	55.0	3.36**
3. About the effect of the program on your children?	Positive	69.7	53.8	4.15**
4. Do you still use the program? Why?	I like it	39.7	5.0	5.01**
	It works	75.0	7.5	9.99**
	I dislike it	0	10.0	2.09*
	Found something else	0	12.5	2.36*
	Boring	10	27.5	2.14*
	Other	17.7	60.0	5.06**
5. Mark the categories of pupils with whom you used the program during the project.	Delayed language	82.4	57.5	2.71**
	Aphasic	20.6	2.5	3.27**
6. With what proportion of your available language pupils did you use the program during the project?	Over 75%	46.0	25.0	2.39*
What proportion now?	Over 75%	18.0	3.0	4.40**

TABLE 12 (CONTINUED)

Item	Answer	Users Percent	Non-User Percent	t
7. Movers: Could you use the program in your new location?	Yes	75.0	21.4	3.09**
8. Movers: Do you still have books?	Yes	91.7	29.6	4.19**

* = Significant at .05 level, df = 106

** = Significant at .01 level, df = 106

their cooperation. The results of the telephone survey are presented in Table 13.

These data indicate 25 percent of the people indicated as non-users by the contact person in each site actually were users. There were 61 percent of the non-users who were unable to use the program because of job shift or change in population. This means that in the final analysis there were only 30 percent of all the people designated by the contact person as non-users who were not using the program because they did not like it. Hence the figure cited earlier in this report as 63 percent user level is qualified by the fact that of the 36 percent who said they were not using it more than half gave a reason for non-use unrelated to the program per se. The non-users' evaluation of training was lower than the users (see previous section of User vs. Non-user comparisons), but their ideas for improvement were quite similar. These and other data in this report well support the independent interviewer's final analysis of the non-user which is: "Of the people surveyed, the majority who do not use the program at present, in my estimation, do so because they reject a programmed format. They are against it philosophically."

Anecdotal Observations

Both authors have been involved with the dissemination and implementation activities of the Monterey Language Program through Monterey Learning Systems for the past four years. From that and the recent experience of this project, especially the site visit activities, the following observations were made.

Three of the projects were one-year projects. They showed good skill retention of the workshop information but, of course, no training of new people. Also they had generally low numbers of people still running the program. They provided some information on one-year versus two-year project, or more to the point, projects with in-house trainers and those without. The trainer serves a very valuable function in a project's health for s/he should continue to train new people and support previously trained people. However, it was noticed in several projects with trainers that the trainers and the supervisors were spending the majority of their time with new people. In one project where there had been a high use by language teachers during the project - 79 percent - there was a great drop to 2 percent in post project years which was attributed to lack of support. It appears that both the supervisor and the trainer must continue to show interest in the use of the program to keep language teachers using it over long term periods.

Many of the projects had aides. While it appears true that aides can and do run the program well, there were signs that training aides without training the aide's supervisor (a professional) produced problems in the long term usage. Professionals tend to be more job mobile and tend not to use programs or permit aides to use programs with which they are not familiar. Professionals also question the "professionalism" of their running a program that "even an aide can run".

Data analysis and progress reports, although vital to the disseminator, like Monterey Learning Systems, appear not to have much impact as reported by site

TABLE 13

Non-User Responses to Telephone Interview

Item	Answer	Number of Respondents
1. Why aren't you using the programs?	Am using	6
	Am not	18
	Job change	5
	Not appropriate for children	6
	Do not like program	7
2. Are you using a different program? *	Yes	4
	No	20
	Curriculum other than Language	1
	Follow ITPA	2
3. How long did you use the program?	Simpler program	1
	Less than 1 year	4
	1 year or longer	20
4. Were you trained in the use of the materials?	Yes	23
	No	1
	Training good	19
	Training bad	5
5. Do you have any specific suggestions for revision?	Make less boring and mechanical	8
	Change reinforcement	4
	Shorten	1
	Emphasize spontaneous language	3
	Change branching	1
	Leave as is	5

*It may be noted that the majority of respondents were not using other specific programs but were using a variety of materials taken from a vast array of curriculum materials including the Monterey Language Program.

staff. Commonly site staff did not remember the reports, did not receive them and did not understand them, if they did receive them.

The Monterey Language Program was presented to project sites as an expressive, grammatic syntactical procedure for increasing these skills in children. In reality, children learn many other language concepts from this experience. Language teachers still using the program with their children say this in many different ways. Some have emphasized the semantic aspect of the program. Some have made minor modifications which have enhanced the value of the program while not distorting the actual, functional value of the approach. It is important in implementation not to be so scientifically rigorous or conservative as to constrain potential users from using whatever approach preserves the product's basic integrity but in the mind of the user improves it. The long term user has put much of him/herself into the program and has assimilated it. They should be encouraged to do so. Involvement is an important factor in long term use.

The etiological types of children on the program covered the entire range of known handicapping conditions for which special education has a name. An interesting phenomenon was that some language teachers stated vehemently that the program was really good for this type and bad for that type, but that some teachers in the same site or other sites stated exactly the opposite observation. Some form of this occurred in every site and between sites. It is not clear whether these language teachers speak from apriori theoretical positions or postpriori experience with various etiologies. The fact that all types of children have been or are at present running on the programs suggest the former is true. Dissemination activities must, apparently, not only explain this but provide additional information and training support.

Programmed instruction, scientific and predictable as it may be, must consider teacher styles and attitudes toward teaching. Most language teachers appreciated the structure of the Monterey Language Program and the increased effectiveness that this procedure gave them. Many reported a spin-off effect into other areas such as articulation training or general classroom management. However, there is a percentage of teachers who resent the restrictive programmed instructional format. It is this, and not the Monterey Language Program, to which the non-user apparently responds. Implementation procedures must take into account the potential user or consumer as discussed in contemporary literature on product selling. This project permitted the authors to listen to the consumer. The consumers had many suggestions for improvement. For example, a number of users and non-users found the program lacking in the development of spontaneous language. There is an element of this in the "Show and Tell" activity which is an adjunct to the major program. This apparently should be expanded and could be with little effort.

An educational institution is composed of administrators and teachers. We observed that administrators appreciated being informed, but generally left the conduct of most activities to others such as supervisors. They obtained their evaluation from supervisors' and language teachers' verbal reports. Supervisors, in turn,

varied greatly in their supervisory activities. Some actually worked with children whereas others did mostly sub-administrative activities or conducted meetings. Although their attitudes, as captured in questionnaires and interviews, revealed that they were generally positive toward the language program (which should promote its longevity) their actual behavior did not always fit this attitude. It was observed that use of the programs in several sites was very much contingent on what the supervisor did, including even simply talking about the programs. Most supervisors described themselves as permissive in their supervision and professionally disposed toward eclectic procedures determined by the individual language teacher. Functionally, this is not conducive to long term maintenance of any given procedure. Supervisors, almost unknowingly, have very powerful, albeit subtle influence on their teachers. It is through casual comments, uncompleted remarks and eye contact during group meetings that an observer may sense this tacit control. This control should be understood by all involved in any implementation activity. Some supervisors contributed to maintenance by very subtle, but noticeable, influence.

The teachers, on-line with children, respond to different things from either the administrator or supervisor. They respond to the effort of their task, the progress of the student and the subjective elements of the job such as opportunities to be professional, to grow, be creative, etc. Teachers made statements which ranged from "I'll do anything which will help this child" (including the Monterey Language Program) to "it's hard work", "it's boring", "it doesn't fit my work style". The first statement is child-centered, while the latter statements are teacher-centered. Teachers commonly do not respond to reports and numbers (data), they respond to children and to their day-in and day-out task.

Another observation concerned the selection of teachers. Teachers should have already pre-selected students or have them immediately available for instruction upon leaving the workshop. Teachers should be in professional positions which permit them to use the teaching format of one-to-one or one-to-three teaching. Classroom teachers of 13-15 children had great difficulty finding time in their schedule for this ratio of teaching activities. The group of classroom teachers who did use the program was composed of those with smaller classes of six to eight children such as teachers of the deaf and or teachers who had an aide available in their classroom.

A final observation comes from viewing this project in general. What is the measurement of successful implementation? How does one know when one has successfully implemented? We believe the essential criteria or measures of success should include at least the number of teachers still using the new technology, the number of students being served, the number of new teachers trained on the procedure and the accuracy of procedure operation. Success may be measured at the individual teacher level. What is any given, individual teacher doing? How well and with how many students is s/he doing it? There were many examples across projects of individual teachers running the program extremely well with relatively large groups of children. Another level of measurement is at the project level (commonly composed of 20 teachers in the Monterey Plan). This measure says something about an

individual site and its implementation activities and local politics. Each site did have its own personality as determined by the administrative policy, the types of people trained, the personality of the supervisor and the types and numbers of children being served. Many factors operate at the site level which tend to influence the total site activity and teachers in the site. The final level is that of the gross national level. Most of the data were analyzed at this level. The results, for reasons discussed above, did vary from site to site. Unfortunately there are few data concerning implementation results of other products against which our findings can be compared. The measurement of successful implementation depends on the choice of level and the items measured. We also noted the phenomenon of "reported success" as exemplified by the administrators and supervisors questionnaire responses as opposed to "observed success", i.e. the number of language teachers carrying out the program accurately with large numbers of children. Each site or individual project should have an evaluation system.

CONCLUSIONS

IMPLEMENTATION FACTORS

1. The educational product (Monterey Language Program) studied in this project is a viable, useable program which produced language expression improvement in a wide variety of language handicapped children as measured by administrative, supervisorial and language teachers' comments. This conclusion is further strengthened by the demonstration of continued use of the program by at least 63 percent of the language teachers originally trained, for one to three years after a formal project period had ended.
2. The implementation plan (the Monterey Plan) used to implement the Monterey Language Program is an efficient, effective way of implementation as measured by the same factors discussed above. Negative evidence is also provided by the three, one-year projects which were conducted on only a partial Monterey Plan.
3. Successful implementation included contact of all target staff members: administrators, supervisors, and teachers.
4. Administrators play an important role in implementation by being responsive to the needs and goals of their staff. They viewed the project activity studied in this project as successful.
5. Supervisors, likewise, have an important function in implementation through both their attitudes and their behavior. The supervisor is the critical element in long-term maintenance. They also viewed the projects as successful.
6. Teachers have the most important role of on-line delivery of services, but their long term usage of new educational technology will depend on their teaching style, their professional goals and support from supervisors and administrators.
7. Attitudes of staff personnel are generally related to operations, but not as strongly as originally suspected.
8. Successful implementation includes responding to the needs and goals of each level of staff: administrator, supervisor, and teacher.
9. Long term maintenance of newly implemented educational procedures is related to product effectiveness, training, attitude of staff and continued support of administrative and supervisorial staff.

10. Unsuccessful implementation is generally related to product format, in this case, teaching style. Most non-users gave as their major reason for non-use a negative statement about the programmed instructional format.
11. The evaluation procedures/factors used in this study appeared to be reasonable to measure the implementation activity.
12. There were a number of implementation and maintenance factors identified in this study which merit further exploration.

GUIDELINES FOR EFFECTIVE IMPLEMENTATION

Based on the above observations and conclusions the following appear to be reasonable guidelines for effective implementation:

1. Start with a proven, validated educational product. Be prepared to respond to consumer ideas and suggestions for improvement.
2. Provide for an orientation of the target project staff of administrators, supervisors and teachers. This must meet their individual needs for information related to what role they are to play in the implementation.
3. Prospective teachers should have suitable student candidates for this activity.
4. Provide thorough training which includes practicum procedure with real students.
5. Provide for follow-up visits to re-teach and to help supervisors and teachers with difficult children.
6. Provide the administrator with information.
7. Provide the supervisor (or other trainer) with training skills so there will be an on-site person who can continue training new personnel and supporting previously trained personnel.
8. Permit, if not encourage, the individual teacher to make minor modifications in the procedure which will promote use of the procedure by the teacher.
9. Provide a maintenance plan which will include continued attention to the use of the new educational technology through revision, updating, discussion and evaluation.
10. Develop an evaluation system which is simple to administer, but does respond to the targets of the implementation. This system should include the simple measure of number of teachers participating, the accuracy of their participation, the effect on the student, and the long term usage of the procedure.

SUMMARY

The two main purposes of this study were to conduct a post hoc examination of a large scale implementation effort in special education and to glean from those findings any helpful information concerning the improvement of implementation procedures. The Monterey Language Program was the special education product targeted for analysis. In addition, the Monterey Plan also was included in the analysis since it is the major implementation strategy for the Monterey Language Program.

The data used for analysis were obtained from the project records of 16 sites where formalized implementation took place. There were 136 questionnaires from administrator, supervisors and language teachers. There were 109 interviews, 85 of them face to face and 24 of them by telephone. Finally there were 41 on-site observations of language teachers using the product on children.

Information was sought on the description of the project site, the operation activities during the project and the attitudes of the people involved. It was hoped that these categories of variables might shed some light on the reasons which contribute to long term utilization of a new special education product.

Primary questions were: how many language teachers still use the product now that the project is over; how well do they use it; and why do they use it. The results indicated that about 63 percent of the language teachers were still using the program. Although many of them had made slight modifications in the procedures, the effect was minimal to product outcome validity. Inadvertent errors by language teachers in product usage were insignificant. Overall, they used it with a 90 percent accuracy.

The question of why do the language teachers still use, or not use, the product is less clear. The data were analyzed in terms of user - nonuser, mover - non-mover, certified - noncertified and attitudes about self, product and others.

The outstanding characteristics of a language teacher who still uses the product form the following description. S/he is a speech clinician in a multiple school project. Participation on the part of the language teacher and also on the part of the supervisor was voluntary. The language teacher did well in the in-service workshop and scored well in the post workshop test. Subsequently, s/he was certified as a trained language teacher. During the project the language teacher ran about 11 children on the language program. Following the end of the formal project there was a reduction to seven in the number of children run on the program. The language teacher thought highly of him/herself, the supervisor and the administrator. Also, s/he thought the program worked well with the children although it was boring to administer.

The outstanding characteristics of a successful project include the individual characteristics above. In addition, successful projects were characterized by a high percentage of certified language teachers and newly trained language teachers. Also, there was active support from the administration and particularly from the supervisor. The successful project obtained an in-house trainer to replace and to increase the number of product users.

Frequent site visits by the product distributor appeared to enhance the chances of implementation. Apparently frequent meetings and incidental verbalizations about the product during the project appeared to have a positive effect. The use of public media about the project appeared to enhance the feelings of personal ability on the part of the language teachers. This, in turn, played a part in the overall success of implementation.

The main characteristics of a person who does not still use the product can be summarized as follows. They did poorly in the in-service workshop, they did not become certified language teachers. They enrolled few children in the program during the project. They appeared either to feel that the product did not work or that the product was philosophically too far from their own theoretical bias about language - educational practices, or both. In many instances the fact of changing jobs, leaving teaching or moving from the project area was responsible for non-use. These considerations were not included in the information leading to the above characterization.

In the same sense a project which had a low percentage of continued utilization tended to suffer from neglect. There was little encouragement or active support from administrators and supervisors. Coercive participation tended to lower attitudes of mutual respect among administrators, supervisors and teachers. This fact had to detract from a sense of project unity and thus lessen chances of implementation. Few of the language teachers became certified. The project did not accomplish the training of an in-house trainer to replace and expand staff. A frequent and strong statement by the supervisor supporting an eclectic approach to educational procedures tended to dissipate longterm utilization of the language program.

A list of ten guidelines or suggestions was drawn up from these findings and observations. This list is intended to highlight important considerations for others as they contemplate implementation strategies for other educational products.

Finally, no simple cause and effect could be found. Thus, a host of factors participate in the final outcome of implementation. These project findings serve only to highlight some of the more visible and active factors which were found. The extent of influence of any one or two factors alone could not be dealt with in the confines of this study. There appeared to be no either--or situation. Certainly, other studies which follow should refine the interrogation in the search for more explicit outcomes--if they exist.

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APPENDIX

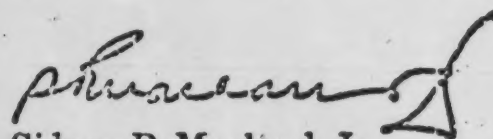
CERTIFICATE OF MERIT

Presented to

The Modification of Children's Oral Language Project, Pennsylvania

in recognition of outstanding service in the field of Education. The Project was developed, at least in part, with funds provided by the Education Division of the Department of Health, Education, and Welfare. From among the many submitted for validation and exhibition at ED Fair '73, it was chosen as an exemplary practice, worthy of being exhibited to those attending the Fair and offered by the Education Division to other State and Local school officials for possible use or adaptation in their systems. On behalf of the Department, I am pleased to bestow this Special Recognition on the Staff of the project and on its participants.

May 10, 1973



Sidney P. Marland, Jr.
Assistant Secretary for Education

We have been funded by the Office of Education, Bureau of Educationally Handicapped, to do a Follow-up Study on the Dissemination of Programmed Language Instruction. An Abstract of the study is enclosed. We are contacting a number of one and two year project sites to see if they will cooperate in helping us do this very important project.

The first step is to secure a contact person in each site. Our information is that you are the best person to serve in that role. We hope you will be willing to help us or can suggest someone who can.

The second step is for the contact person to achieve administrative clearance for the district or project area to cooperate in this project (See model letter) and send a letter to this effect to us.

The third step is for the contact person to fill out the enclosed form identifying the present "project" personnel and mail it to us by September 15, 1975.

If you have any questions about this project, please let us know. Thank you for your interest and we look forward to working with you.

Sincerely,

Bruce P. Ryan *Burl B. Gray*

Bruce P. Ryan

Burl B. Gray

dk

Enc.

Behavioral
Sciences
Institute

SPEECH & HEARING
CHILDRENS HOUSE
LANGUAGE SCHOOL

READING ARITHMETIC
& LEARNING SKILLS

PARENT GUIDANCE

INDIVIDUALIZED LEARNING
PROGRAMS & CONTRACTS

ABSTRACT

Follow-up Study on the Dissemination of Programmed Language

Instruction 1975-76

Funded by the Bureau for Educationally Handicapped of the Office of Education,
Washington, D.C.

Project Director: Bruce P. Ryan, Ph. D.
Project Consultant: Burl B. Gray, Ph. D.

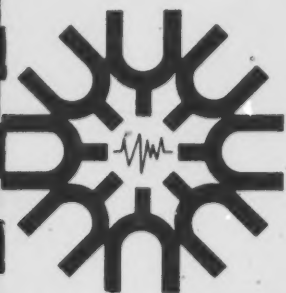
Behavioral Sciences Institute
72 Fern Canyon Road
Carmel, Calif. 93921
(408) 625-2222

This is a one-year study to collect and analyze information about the use of the Monterey Language Program after a formal one or two-year project has been completed. The purpose of the study is to determine the factors involved in the continued use or non-use of the Monterey Language Program. This is extremely important information because it can help determine better methodology for the implementation of new educational technology.

The method for doing this study will be to locate 10 sites which will be willing to cooperate in this project. During Fall, 1975, each administrator, supervisor and teacher/clinician will fill out a questionnaire concerning the present use or non-use of the programs and an evaluation of the programs. These questionnaires will require minimal time (10 minutes) and effort and will concern professional information, only.

From the results of this questionnaire certain sites and personnel will be selected to participate in an on-site interview and/ or observation (total 1 hour per person) by BSI Staff during Winter Quarter, 1976.

The data from this study will be tabulated and a report will be written concerning the factors involved in the use of the Monterey Language Program after a formal contract period has ended. As in all such studies none of the participants or sites will be identified by name in the body of the report. All cooperating sites will receive a copy of the final report.



Behavioral
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SPEECH & HEARING
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READING, ARITHMETIC
& LEARNING SKILLS

PARENT GUIDANCE

INDIVIDUALIZED LEARNING
PROGRAMS & CONTRACTS

Dr. Bruce Ryan
Dr. Burl Gray
Behavioral Sciences Institute
72 Fern Canyon Road
Carmel, Calif. 93921

Dear Dr. Ryan and Dr. Gray:

We have read the abstract of the proposed Office of Education project, Follow-up Study on the Dissemination of Programmed Language Instruction, and agree to cooperate with Behavioral Sciences Institute in the conduction of the project for 1975-76. We understand that _____ is to be the contact person and correspondence will be directed to that person.

Sincerely,

FOLLOW-UP STUDY ON THE DISSEMINATION OF
PROGRAMMED LANGUAGE INSTRUCTION 1975-76

Identifying Information

Name of Site: _____ Date: _____

Note: Not all sites will have personnel in all positions listed below and some sites may have more than one. Return as soon as completed.

CONTACT PERSON:

Name: _____

Address: _____

Tel. No: _____

ADMINISTRATOR:

Name: _____

(The person in an administrative position immediately above the supervisor who has knowledge of the project)

Address: _____

Tel. No.: _____

SUPERVISOR:

Name: _____

(Person designated by unit as supervisor)

Address: _____

Tel. No.: _____

LOCAL IN-HOUSE TRAINER:

(Certified MLS In-house Trainer)

Name: _____

Address: _____

Tel. No.: _____

TEACHERS/CLINICIANS:

Following is a list of the original project teachers or clinicians. Put a check mark by the name of each person who is still working in the project area. Circle the name of each person who is still using the Monterey Language Program.

November 3, 1975

Dear

Thank you for offering to serve as the contact person for the Follow-up Study of the Use of the Monterey Language Program. We appreciate the time and effort you have put into the project already.

We are sending out the questionnaires to administrators, supervisors, and teachers this week. We will mail an individual questionnaire to each person on the list, including the people who moved, at the address each listed during the workshop.

If you have not already notified the people in your project site (who are still there and can be easily notified) about the study and the questionnaire, please do so within this week. Please encourage them to fill out the questionnaire and return it as soon as possible to expedite the processing.

We will be contacting you later to discuss the sites we will actually visit and interview on-site.

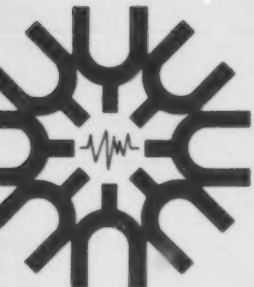
Thank you again. Please call (collect) if you have any further questions about the project.

Sincerely,

Bruce P. Ryan
Project Director

Burl B. Gray
Project Consultant

jh



Behavioral
Sciences
Institute

SPEECH & HEARING
CHILDRENS HOUSE
LANGUAGE SCHOOL
READING, ARITHMETIC
& LEARNING SKILLS
PARENT GUIDANCE
INDIVIDUALIZED LEARNING
PROGRAMS & CONTRACTS

QUESTIONNAIRE

Follow-up Study on the Monterey Language Program

INSTRUCTIONS: The following questionnaire is divided into three columns. The left hand column contains the questions. The center column contains the answer boxes. The right hand column provides a space for you to make additional or explanatory comments.

1. Carefully read the questions.
2. Mark the answer box in the center column which has the most appropriate answer. You may mark more than one box for each answer if it is appropriate.
3. You may make any additional comments concerning your answer in the right hand column. Use back of sheet, if necessary.
4. Place the completed questionnaire in the self-addressed, stamped envelope and mail it back to Behavioral Sciences Institute, 72 Fern Canyon Road, Carmel, California 93921, (408) 625-2222.

ITEM	ANSWER	YOUR COMMENTS
Do you personally feel you know enough about the project to make a presentation to a parent's group?	Code	
Yes	☐ 49	
No	☐	
What best describes your feelings about the overall project experience?		
Very Positive	☐ 20	
Positive	☐	
Neutral	☐	
Negative	☐	
Very Negative	☐	
About the program itself?		
Very Positive	☐ 21	
Positive	☐	
Neutral	☐	
Negative	☐	
Very Negative	☐ 62 71	

ITEM	ANSWER	YOUR COMMENTS
About the effect of the program on your pupils?	Code	
Very Positive	22	
Positive		
Neutral		
Negative		
Very Negative		
With respect to the overall contribution to your project's success, what best describes your evaluation of other participants listed below?		
Teachers?		
Very High	25	
High		
Low		
Very Low		
Don't Know		
Supervisor?		
Very High	26	
High		
Low		
Very Low		
Don't Know		
Administration?		
Very High	27	
High		
Low		
Very Low		
Don't Know		

ITEM	ANSWER	YOUR COMMENTS
What best describes your evaluation of Monterey Learning Systems?	Code	
Very High	☐	
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
	30	

Please check to see if you have answered all the items. Place the completed questionnaire in the return envelope and mail it to the Behavioral Sciences Institute.

Thank you for giving your time to help us!

QUESTIONNAIRE

S

Follow-up Study on the Monterey Language Program

INSTRUCTIONS: The following questionnaire is divided into three columns. The left hand column contains the questions. The center column contains the answer boxes. The right hand column provides a space for additional or explanatory comments.

1. Carefully read the questions.
2. Mark the answer box in the center column which has the most appropriate answer. You may mark more than one box for each answer if it is appropriate.
3. You may make any additional comments concerning your answer in the right hand column. Use back of sheet, if necessary.
4. Place the completed questionnaire in the self-addressed, stamped envelope and mail it back to Behavioral Sciences Institute, 72 Fern Canyon Road, Carmel, California 93921, (408) 625-2222.

ITEM	ANSWER	YOUR COMMENTS
What best describes the location where your project was run?	Code	
Public School	☐	1
Other Agency (describe)	☐	
What best describes the proximity of the work locations or the people in your project?		
One School	☐	2
One School District	☐	
Multiple School Districts	☐	
Clinic	☐	
Multiple Clinics	☐	
Other (describe)	☐	

ITEM

ANSWER

YOUR COMMENTS

What best describes
the highest level of
administrator who had
a speaking familiarity
with your project?

Code

Project Supervisor

☐

3

Vice Principal

☐

Principal

☐

Coordinator

☐

Superintendent

☐

Board Member

☐

Other (describe)

☐

Which of the following,
if any, did you receive
for running the project?

Promotion

☐

4

Bonus or Raise

☐

Released Time

☐

Other Benefit
(describe)

☐

None

☐

Were aides trained in the
use of the program as a
part of your project?

Yes

☐

5

No

☐

Was your participation in
your project voluntary?

Yes

☐

6

No

☐

Was there media publi-
city concerning your
project?

Yes

☐

7

No

☐

ITEM	ANSWER	Code	YOUR COMMENTS
If so, what kind?			
Newspaper	☐	8	
TV	☐		
Radio	☐		
Other (describe)	☐		
Who was the local person who was most active in obtaining your project?			
No One	☐		
Teacher	☐	9	
Supervisor	☐		
Parent	☐		
Administrator	☐		
Other (describe)	☐		
Which answer best describes the workspace which was used most frequently to carry out the program?			
Regular Class	☐	10	
Special Class	☐		
Therapy Room	☐		
Makeshift	☐		
By profession, what was the major makeup of your project group?			
Regular Teacher	☐	11	
Special Ed. Teacher	☐		
Speech Clinician	☐		
Aides	☐		
Of the original group in your project, how many users are still there?			
Write Answer Here	☐	12	

ITEM	ANSWER	YOUR COMMENTS
Is the same supervisor still there?	Code	
Yes	☐	13
No	☐	
Is the same administrator still there?		
Yes	☐	14
No	☐	
Have any new persons been trained to run the program?		
Yes	☐	15
No	☐	
To replace vacancies?		
Yes	☐	16
No	☐	
To increase the total number of users?		
Yes	☐	17
No	☐	
What best describes your feelings about the over-all project experience?		
Very Positive	☐	20
Positive	☐	
Neutral	☐	
Negative	☐	
Very Negative	☐	

ITEM	ANSWER	YOUR COMMENTS
About the program itself?	Code	
Very Positive	☐ 20	
Positive	☐	
Neutral	☐	
Negative	☐	
Very Negative	☐	
About the effect of the program on your pupils?	21	
Very Positive	☐	
Positive	☐	
Neutral	☐	
Negative	☐	
Very Negative	☐	
Do you still use the program?		
Never	☐ 22	
Sometimes	☐	
Always	☐	
Would you recommend this program to others?		
Yes	☐ 23	
No	☐	
Why?		
I like it	☐ 24	
It works	☐	
I dislike it	☐	
It doesn't work	☐	
Found something better	☐	
Too Hard	☐	
Boring	☐	
Other (describe)	☐	

ITEM	ANSWER	YOUR COMMENTS
With respect to the overall contribution to your project's success what best describes your evaluation of other participants?	Code	
Teachers?		
Very High	☐	25
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
Supervisor?		
Very High	☐	26
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
Administrator?		
Very High	☐	27
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	

ITEM	ANSWER	YOUR COMMENTS
What best describes your evaluation of the ability of yourself and others to run the program?	Code	
Yourself?		
Very High	☐	4
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
Teachers?		
Very High	☐	28
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
What best describes your evaluation of Monterey Learning Systems?		
Very High	☐	30
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
What is the best description of your run data during the project?		
Above Average	☐	32
Average	☐	
Below Average	☐	
Don't Know	☐	
71	80	

ITEM

ANSWER

YOUR COMMENTS

What is the best description of your run data now?

Code

Above Average

☐

33

Average

☐

Below Average

☐

Don't Know

☐

How many teachers in your project used the program during the project time?

Write Answer Here

37

How many are still using it?

Write Answer Here

38

During the project what was the frequency of one-to-one supervisor/trainer and individual teacher meetings to discuss the program?

Weekly

☐

41

Bi-weekly

☐

Monthly

☐

3 to 5 per year

☐

1 to 2 per year

☐

Never

☐

What is the frequency now?

Weekly

☐

42

Bi-weekly

☐

Monthly

☐

3 to 5 per year

☐

1 to 2 per year

☐

Never

☐

ITEM	ANSWER	YOUR COMMENTS
During the project what was the frequency of group meetings with other users to discuss the program?	Code	
Weekly	☐	43
Bi-weekly	☐	
Monthly	☐	
3 to 5 per year	☐	
1 to 2 per year	☐	
Never	☐	
What is the frequency now?		
Weekly	☐	44
Bi-weekly	☐	
Monthly	☐	
3 to 5 per year	☐	
1 to 2 per year	☐	
Never	☐	
How many site visits were there during your project?		
Write Answer Here		45
What best describes your evaluation of Monterey Learning Systems for:		
Site Visits?		
Very Helpful	☐	46
Helpful	☐	
Slightly Helpful	☐	
Not Helpful	☐	
	73	82

ITEM	ANSWER	YOUR COMMENTS
Progress Reports?		
Very Helpful	☐	
Helpful	☐	
Slightly Helpful	☐	
Not Helpful	☐	
Data Analysis?		
Very Helpful	☐	
Helpful	☐	
Slightly Helpful	☐	
Not Helpful	☐	
What was the time interval between the end of the workshop and the beginning of your running the program on your pupils?		
One week or less	☐	47
One week to one month	☐	
One to three months	☐	
Over three months	☐	

Please check to see if you have answered all the items. Place completed questionnaires in the return envelope and mail it to Behavioral Sciences Institute.

Thank you for giving your time to help us!

QUESTIONNAIRE

Follow-up Study on the Monterey Language Program

INSTRUCTIONS: The following questionnaire is divided into three columns. The left hand column contains the questions. The center column contains the answer boxes. The right hand column provides a space for additional or explanatory comments.

1. Carefully read the questions.
2. Mark the answer box in the center column which has the most appropriate answer. You may mark more than one box for each answer if it is appropriate.
3. If you wish, you may make any additional comments concerning your answer in the right hand column. Use back of sheet, if necessary.
4. Place the completed questionnaire in the self-addressed, stamped envelope and mail it back to Behavioral Sciences Institute, 72 Fern Canyon Road, Carmel, California 93921, (408) 625-2222

ITEM	ANSWER	YOUR COMMENTS
Was your participation in the project voluntary?	Code	
Yes ☐	6	
No ☐		
What best describes your feeling about the overall project experience?		
Very Positive ☐	20	
Positive ☐		
Neutral ☐		
Negative ☐		
Very Negative ☐		
About the program itself?		
Very Positive ☐	21	
Positive ☐		
Neutral ☐		
Negative ☐		
Very Negative ☐		
	75	34

ITEM	ANSWER	YOUR COMMENTS
About the effect of the program on your children?	Code	
Very Positive	☐ 22	
Positive	☐	
Neutral	☐	
Negative	☐	
Very Negative	☐	
Do you still use the program?		
Yes	☐ 23	
No	☐	
Why?		
I like it	☐ 24	
It works	☐	
I dislike it	☐	
It doesn't work	☐	
Found something better	☐	
Too hard	☐	
Boring	☐	
Other (describe)	☐	
With respect to the overall contribution to your project's success, what best describes your evaluation of other participants?		
Teachers		
Very High	☐ 25	
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	

ITEM

ANSWER

YOUR COMMENTS

Supervisor?

Code

Very High

☐

26

High

☐

Low

☐

Very Low

☐

Don't Know

☐

Administrator?

Very High

☐

27

High

☐

Low

☐

Very Low

☐

Don't Know

☐

What best describes your
evaluation of the ability
of yourself and others to
run the program?

Yourself?

Very High

☐

48

High

☐

Low

☐

Very Low

☐

Don't Know

☐

Other teachers?

Very High

☐

28

High

☐

Low

☐

Very Low

☐

Don't Know

☐

ITEM	ANSWER	YOUR COMMENTS
Supervisor?	Code	
Very High	☐	29
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
What best describes your evaluation of the Monterey Learning Systems?		
Very High	☐	30
High	☐	
Low	☐	
Very Low	☐	
Don't Know	☐	
What is the best description of your run data during the project?		
Above Average	☐	32
Average	☐	
Below Average	☐	
Don't Know	☐	
What is the best description of your run data now?		
Above Average	☐	33
Average	☐	
Below Average	☐	
Don't Know	☐	

ITEM	ANSWER	YOUR COMMENTS
What is the total number of pupils which you placed on the program per year during the project?	Code	
Write Answer Here		34
This Year?	☐	
Mark the categories of pupils with whom you used the program during the project.		
Delayed Language	☐	35
Aphasic	☐	
Hard of hearing/ deaf	☐	
Foreign Speaking	☐	
TMR	☐	
EMR	☐	
Other	☐	
This Year?		
Delayed Language	☐	
Aphasic	☐	
Hard of hearing/deaf	☐	
Foreign Speaking	☐	
TMR	☐	
EMR	☐	
Other	☐	
With what proportion of your available language pupils did you use the program during the project?		
Less than 25%	☐	39
25-50%	☐	
over 75%	☐	
all	☐	38

ITEM

ANSWER

YOUR COMMENTS

What proportion now?

Less than 25%

☐

Code

40

25-50%

☐

50-75%

☐

over 75%

☐

all

☐

What best describes your evaluation of Monterey Learning Systems for:

Site visits

Very Helpful

☐

46

Moderately Helpful

☐

Slightly Helpful

☐

Not Helpful

☐

Progress Reports

Very Helpful

☐

Moderately Helpful

☐

Slightly Helpful

☐

Not Helpful

☐

Date Analysis

Very Helpful

☐

Moderately Helpful

☐

Slightly Helpful

☐

Not Helpful

☐

ITEM	ANSWER	YOUR COMMENTS
What was the time interval between the end of the workshop and the beginning of your running of the program with your pupils?	☐ ☐ ☐ ☐	47
One week or less		
One week to one month		
One to three montns		
Over three morths		

Please check to see if you have answered all the items. Place the completed questionnaire in the return envelope and mail it to Behavioral Sciences Institute.

Thank you for giving your time to help us!

LANGUAGE FOLLOW-UP STUDY

ADMINISTRATOR ON-SITE INTERVIEW

NAME OF ADM: _____

A. Interviewer identify project by year, MLS, etc.

SITE: _____

B. Was Administrator on-site at that time?

DATE: _____

___Yes ___No

INTERVIEWER: _____

1. Do you term this project as a success or failure? (Underline one)

Why?

2. Did you receive progress reports and data analysis? If no, go to #3.

If yes, please evaluate them:

Progress Reports:

Data Analysis:

What could be done to make these more useful to you?

3. Do you see any particular advantages or disadvantages from an administrative standpoint of a project such as this?

Advantages:

Disadvantages:

IF DISCUSSION LEADS INTO OTHER AREAS THAN ABOVE, MAKE NOTES ON BACK

LANGUAGE FOLLOW-UP STUDY

SUPERVISOR-MONTEREY LANGUAGE TRAINER INTERVIEW
(Circle one or the other)

A. Interviewer identify project by year, MLS, etc.

NAME OF S/T: _____

B. Was S/T on-site at that time? ____ Yes ____ No

SITE: _____

DATE: _____

C. How many new people have been trained? ____

INTERVIEWER: _____

1. Do you term this project as a success or failure? (Underline one)

Why?

2. What factors contributed to the teacher/clinicians still using the program?

3. What factors contributed to the teacher/clinicians not using the program?

4. Did you receive progress reports and data analysis? If no, go to #5.

If yes, please evaluate them:

Progress Reports:

Data Analysis:

What did you do with them? (Share?)

What could be done to make these more useful?

5. Do you see any particular advantages or disadvantages of a project like this from a supervisory standpoint?

IF DISCUSSION LEADS INTO OTHER AREAS, MAKE NOTES ON BACK

LANGUAGE FOLLOW-UP STUDY

TEACHER ON-SITE INTERVIEW

A. If person not using the program, ask "Do you use the program?" ☐ Yes ☐ No.
If no, skip rest of questions.

1. Why are you still using the program?

2. What modifications have you made in the program?

3. What changes would you make in the program?

4. Are you using it with less or more (underline one) children this year than during the project years? (In either event): Why?

5. Do the children like the program?

6. Do you use it for certain children? Which?

7. Did you receive: progress reports or data analysis or site visits?

NO YES

☐ ☐ Site Visits

☐ ☐ Data Analysis

☐ ☐ Progress Reports

If yes on any one or more of the above, teacher is to evaluate them.

Site Visits:

Data Analysis:

Progress Reports:

What could be done to make these more useful to you?

8. Was your training adequate? ☐ Yes ☐ No

-- IF DISCUSSION LEADS INTO OTHER AREAS THAN ABOVE, MAKE NOTES ON BACK --

9. Other.

Give feedback on performance: score and corrections. (Optional)

LANGUAGE FOLLOW-UP STUDY

TEACHER ON-SITE OBSERVATION AND INTERVIEW

Score

Teacher/Clinician: _____ Site: _____

Observer: _____ Date: _____

Number of students run during observation: _____ On Program: _____

Token System: yes No

Program Operation Program: _____ Step: _____ Possible Points Points

		Possible Points	Points
1. Instructions (Stimulus)		10	_____
2. Response Evaluation		10	_____
3. Consequence		10	_____
4. Rate (enter number) _____ (Count responses for one minute, < 5=5, > 5=10)		10	_____
5. Behavior Control (any sign of overt behavior control or good behavior equals 10 points)		10	_____
6. Paper work (Examine one folder of all forms, subtract 1 point for any error noted)		10	_____
7. List any other errors noted. Subtract 1 point for each		10	_____

8. Do you do Show & Tell at least once a week?		10	_____
9. Do you use Home Carryover form?		10	_____
10. Overall Impression (subjective)		10	_____

Comments (by observer): Feedback to trainee after Interview

Form for Telephone Interview of Non-Users

Person Interviewed: _____

1. Why aren't you using the Program?

SPECIFIC REASONS

2. Are you using a different Program?

SPECIFIC REASONS

3. How long did you use the Program?

4. Were you trained in use of materials?

5. Suggestions for revision.

Dear Colleague:

The district in which you participated in a Monterey Language project reports that you have moved. Your response to the questionnaire is of special importance. Please respond to the three additional questions before doing the main questionnaire.

1. Name _____
Address _____

2. Are you working as a teacher at this time in a capacity in which you could use the language programs?

Yes ☐

No ☐

If your answer is no, you will be unable to answer some of the questions in the main questionnaire. Leave them blank.

3. Do you have a copy of the Language book and forms?

Yes ☐

No ☐

Thank you for helping us. Please include this form with the completed questionnaire in the return envelope.

Bruce P. Ryan
Burl B. Gray
BEHAVIORAL SCIENCES INSTITUTE
72 Fern Canyon Road
Carmel, California 93921